

Childminder report

Inspection date: 25 April 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder creates a warm, welcoming environment where children feel settled, secure, and happy. She offers a home-from-home setting where children develop a strong sense of belonging. Her deep understanding of each child enables her to build secure, trusting relationships from the outset. Children clearly enjoy her company and confidently seek her out for comfort and reassurance whenever they need it.

Children enjoy a curriculum that is both ambitious and varied, offering a mix of activities and experiences. The childminder thoughtfully plans learning that builds on each child's interests and developmental stage. Children display positive attitudes to learning. For instance, they eagerly observe real-life caterpillars they have been nurturing, making meaningful connections to the story of 'The Very Hungry Caterpillar'. Through this, they learn about the life cycle of butterflies, proudly telling visitors that butterflies drink nectar. All children make good progress, well-prepared for their eventual transition to school.

The childminder sets high expectations for children's behaviour and establishes clear, consistent boundaries from the start. As a result, children behave well and show a strong understanding of what is expected of them. She supports children effectively in managing their emotions, creating a calm and reassuring environment. For instance, she encourages them to take a deep breath and count to three to help develop their patience. Positive behaviour is consistently reinforced through frequent praise and encouragement.

What does the early years setting do well and what does it need to do better?

- The experienced childminder has a strong understanding of how young children learn and is knowledgeable about the skills they need before starting school. She effectively uses assessments and observations to identify each child's next steps in learning. However, she has not yet established links with other settings to share information, which would support a more consistent and coordinated approach to meeting children's needs and individual learning goals.
- The childminder plans a variety of daily outings that broaden children's understanding of the world around them. Children enjoy bus trips and visits to a range of exciting destinations, including wildlife parks, local parks, and the library. The childminder also attends weekly playgroups with other local childminders, providing opportunities for children to interact and play with their peers, which supports their social development. Additionally, children learn to celebrate diversity and embrace different cultures and beliefs through the childminder's own knowledge and experiences.
- The childminder promotes children's health and well-being exceptionally well.

Children engage in daily physical activity and frequently visit the park, where they enjoy using larger play equipment. The childminder demonstrates a strong understanding of the importance of good oral hygiene. For example, children brush their teeth after dinner each day, and the childminder plans activities and initiates conversations to reinforce this learning. Additionally, children benefit from a variety of healthy snacks and nutritious, home-cooked meals provided each day.

- Overall, partnerships with parents are strong. The childminder keeps parents well-informed about their children's day through daily conversations and regular photo updates. Parents speak highly of the childminder, describing the setting as a nurturing and safe environment that feels like a second home for their children. However, the childminder does not consistently share children's next steps in learning, which limits opportunities for parents to support and extend their child's learning at home.
- The childminder promotes independence from an early age, placing a strong emphasis on child-led play. A wide range of resources and activities are thoughtfully arranged to encourage children to make their own choices. Children are guided in developing self-care skills, such as handwashing and using the toilet. The childminder also supports children in learning practical life skills, such as using knives safely to cut up snacks. She encourages perseverance, gently motivating them to keep trying until they are able to successfully slice pieces of strawberries and bananas.
- The development of children's communication and language skills is given high priority. The childminder actively supports language development through meaningful conversations, shared reading, and the use of open-ended questions. She models correct pronunciation by repeating words accurately and gives children ample time to think and respond. Recent training has been used effectively to further enhance the childminder's skills, accelerating children's progress in speaking and communication.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen partnerships with other settings that children attend to ensure effective information sharing, promoting continuity in their learning and development
- further support children's home learning by ensuring that parents are well-

informed about the individualised next steps planned for their child's development.

Setting details

Unique reference number	EY219683
Local authority	Leeds
Inspection number	10392759
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 9
Total number of places	6
Number of children on roll	13
Date of previous inspection	7 October 2019

Information about this early years setting

The childminder registered in 2002 and lives in Shadwell, Leeds. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a level 3 childcare qualification. She offers the government-funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Jennifer Cowton

Inspection activities

- The childminder showed the inspector around areas of her home used by children and explained how she supports children's learning and development.
- A joint observation was carried out by the childminder and the inspector.
- The inspector observed the quality of the interactions between the childminder and the children and assessed the impact on children's learning.
- Parents shared their views with the inspector through written and verbal feedback.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of paediatric first-aid training and public liability insurance.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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